

Psychology 350: Special Topics in Developmental Psyc: Atypical Development **Kingston Hall, Room 101, Mondays 11:30-12:50 and Thursdays 1:00-2:20**

Instructor: Dr. Beth Kelley

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Office Hours: Mondays 10-11 and Thursdays 11:30-12:30, Humphrey Hall, Room 351

If your last name is A-K, your TA is Victoria Della Cioppa (13vdc@queensu.ca)

If your last name is L-Z, your TA is Tara Karasewich (13tk29@queensu.ca)

For the most part, you should only be e-mailing me to send me your discussion questions (see below). Victoria and Tara will answer all course content questions, questions about grading, and deal with any special accommodations requests. If they feel that they cannot answer a question, they will pass it on to me. You will also e-mail them your article review assignment and your final exam.

Course Description

One way to better understand typical developmental processes is to examine cases of development gone awry. Although we will be studying what are considered to be clinical disorders in this class, the focus will be on how development has proceeded in an atypical manner in children with developmental disorders. Thus, we will maintain a developmental focus, and continue to refer back to typical developmental processes throughout the class (which is why Developmental Psychology is a prerequisite for this course). In the first section we will discuss what we mean by atypical development and how gaining a better understanding of atypical development allows us to better understand typical development and vice versa. We will then cover six developmental disorders in greater detail: Specific Language Impairment, Dyslexia, Down Syndrome, Williams Syndrome, Attention-Deficit/Hyperactivity Disorder, and Autism Spectrum Disorder.

Intended Student Learning Outcomes

Upon completion of this course, a successful student should be able to:

- Describe the basic phenomenology of Specific Language Impairment, Dyslexia, Down Syndrome, Williams Syndrome, Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder
- Compare and contrast the cognitive/linguistic and social profiles of these disorders
- Explain the developmental course of these disorders
- Interpret new research findings in these fields
- Evaluate research methods and weaknesses of individual research studies in these fields

Textbooks/Readings

Because there is no available textbook for this course, you will be reading summary chapters and original articles which will be available on Moodle. I will summarize these in lecture, but a critical component of making sure that you understand the material will be the submitted discussion questions, described in more detail below. I will also be adding a lot of content to the lectures that is not covered in the readings so you are strongly encouraged to come to lectures.

Grading Scheme

Discussion Questions	30%
Midterm Exam	20%
Final Exam	40%
Article Review Paper	10%
	<hr/>
	100%

Discussion Questions (30%): Over the course of the semester you will submit twenty discussion questions. There will be none submitted the first day, nor the day of the midterm, so that means you get two free days, although you will be able to submit on these days to make up for lower marks. Extra questions (i.e., more than one each day) will not be graded. Each question will be graded by me, and will be graded using the following rubric:

0=not submitted

1=very basic question of clarification

1.5=good question that gets at important points and goes beyond the basics of the article

2=very good question that gets at important points and ties into larger theory

I will post some examples of each level of question for the first topic on Moodle to give you an idea of what is required. The total of these questions will then be multiplied by 0.75 to get a grade out of 30.

Because I will be using these questions to help gear my lectures to what you all find most confusing/interesting/discussion-worthy, I will need them somewhat ahead of time. Thus, they are due by 6 pm the night before the class (i.e., Sunday night or Wednesday night). If you get them in after 6 pm but before 8am the day of class (i.e., Monday or Thursday) I will grade them, but take .5 off of the grade. If they are submitted after 8 am, they will not be graded. I'm not trying to be a hard-ass, but I really do want them ahead of time to gauge where the class is at, in order to tailor the lectures to the class. If there is more than one reading for a particular day, then you will submit a question on the article assigned to your last name. I will be putting the grades on Moodle. If you don't understand why you have gotten a certain grade on the discussion question, then please come to my office hours. I will not answer questions about discussion question grades over e-mail.

Please e-mail me the discussion questions with PSYC 350 and the date of the discussion question in the subject line of the e-mail-this will allow you to send them ahead of time if you wish to work ahead. Please just type or paste your question into the e-mail so I don't have a whole bunch of documents to open and later close. Also, PLEASE use your Queen's e-mail to send them-I have my spam settings set quite high so I may not get the e-mail if you use a gmail or other account. And finally, don't forget the extra "e" in my last name. Somewhere out there is a kellyb who is unwilling to reply to e-mails they know they're not supposed to be getting.

Midterm Exam (20%): The midterm exam will consist of short-answer questions and will be assessing a combination of factual and conceptual issues on the introductory section of the course. These questions will range in size from two to 10 points.

If you are sick or otherwise indisposed for the midterm, you may write the midterm makeup, scheduled for the following Friday evening. You do not have to provide documentation of any sort. If you do not feel prepared for the midterm, then do not write it, just write the makeup. If you write both, I will take an average of the two grades. If you do not write either, you will receive a zero, except in the case of a severe documented illness or death in the immediate family. In this case your discussion questions will be reweighted to be worth 40% and your final exam to be worth 50%. I am aware that the midterm makeup is scheduled for the Friday before reading week-I did not do this on purpose but it is just the way the timing worked. Please do not ask for another day to write it-if you can't write it, then make sure to write the first one!

Final Exam (40%): The final exam is a take-home exam due on Wednesday, April 13th at 11:59 p.m. It will consist of short and medium-sized essay questions on the entire course. You are free to work on these exams together, but will each need to hand in your own written exam to your individual TA by e-mail. The exam will be posted in the second-to-last week of the semester, and will be discussed in class on the second-to-last day. Please do your very best to get the exam in on time. For each 12 hour period

that it is late, 2% of your grade will be deducted. That is, if you would have received a 36/40 on your exam, but you handed it in on Friday at 11 am, you will receive a grade of 30/40.

All students must write the final exam. If you have a documented serious illness or death in the immediate family, you *may* be given a 10-day extension, but this is at the discretion of the professor.

Article Review (10%): You will read one of the articles provided and answer a number of questions (which will be provided with each article) on that article which will ask you to summarize the content, critique the methods, identify limitations of the research, and comment upon how that particular study fits within the larger literature on that topic, etc.. The articles and questions on them will be placed in a separate folder on Moodle a little later in the semester. You will only write one of these article reviews, though there will be a choice of 5 articles (1 for each disorder we will be studying except ASD). Each of these article reviews will have its own due date listed in the class schedule and will not be accepted late. If you can't get it in on time, you will have to do another one. These too will be e-mailed to your individual TA.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive.

Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the

Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials

This material is designed for use as part of PSYC 350 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

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<http://library.queensu.ca/copyright>.

Accessibility Statement

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. The material for this course is available in an accessible format or with appropriate communication supports upon request from the professor.

Accommodations Statement

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

<http://www.queensu.ca/studentwellness/accessibility-services/>

Accommodations will be provided for those with documentation for the midterm exam. Please send your accommodations letter to your respective TA as soon as possible. In order to obtain special accommodations, you **MUST** have a note from Student Wellness Services detailing precisely what accommodations you require. If you have been approved through Student Wellness Services and require the use of a computer to write the midterm exam, you must complete a request form (<http://www.queensu.ca/registrar/currentstudents/exams/specialarrangements.html>) and submit it to the Exams Office in Gordon Hall, along with a copy of the note from Student Wellness Services, a minimum of 10 working days prior to the midterm exam (i.e., the deadline is January 18th!).

Please do not wait until the last minute to make any special accommodation arrangements or we may not be able to accommodate you. If your accommodation allows for you to have extra time for out-of-class assignments, please contact the professor as soon as possible to discuss this. You will be allowed extra time for the first few weeks of discussion questions, but given the flexibility of the other assignments, it is likely there will be no extensions on these.

Course Schedule

January 4-introduction to course and discussion of syllabus. No readings

January 6-discussion question for January 7th readings due at 6 p.m.

Last name starts with A through K, submit on Karmiloff-Smith, L-Z submit on Pennington

January 7-why development is important and general issues in atypical development

Pennington, B. F. (2002). *The development of psychopathology: Nature and Nurture*. New York, NY: Guilford Press. (Fundamental Issues Chapter)

Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Sciences*, 2, 389-398. doi:10.1016/S1364-6613(98)01230-3

January 10- discussion question for January 11th reading due at 6 p.m.

January 11-classification, co-morbidity, why diagnose?

Fletcher, J. M., Morris, R. D., & Lyon, G. R. (2003) Classification and definition of learning disabilities: An integrative perspective. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.) *Handbook of learning disabilities*. New York, NY: Guilford Press.

January 13-discussion question for January 14th reading due at 6 pm

January 14- important issues in assessment of developmental disorders

Burack, J. A., Iarocci, G., Bowler, D., & Mottron, L. (2002). Benefits and pitfalls in the merging of disciplines: The example of developmental psychopathology and the study of persons with autism. *Development and Psychopathology*, 14, 225-237. doi:10.1017/S095457940200202X

January 17- discussion question for January 18th reading due at 6 pm

January 18- cultural issues in assessment and diagnosis

Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental Psychology*, 49, 45-58.
DOI: 10.1037/a0027446

January 20- discussion question for January 21st reading due at 6 pm

January 21- general patterns of language functioning across disorders

McDuffie, A., & Abbeduto, L. (2009). Language disorders in children with mental retardation of genetic origin: Down Syndrome, Fragile X Syndrome, and Williams Syndrome. In R. G. Schwartz (Ed.) *Handbook of child language disorders*. (pp. 44-66). New York,

NY: Psychology Press.

January 24- discussion question for January 25th reading due at 6 pm

January 25- general patterns of language functioning across disorders (continued) and discussion of midterm

Guerts, H. M., & Embrechts, M. (2008). Language profiles in ASD, SLI, and ADHD. *Journal of Autism and Developmental Disorders*, 38, 1931-1943. DOI: 10.1007/s10803-008-0587-1

January 27- discussion question for January 28th reading due at 6 pm

January 28- Social understanding across disorders

Happé, F., & Frith, U. (2014). Annual research review: Towards a developmental neuroscience of atypical social cognition. *Journal of Child Psychology and Psychiatry*, 55, 553-577. Doi:10.1111/jcpp.12162

February 1- midterm exam during class period-please see Moodle for where you will write

February 3- discussion question for February 4th readings due at 6 pm

Last name starts with A through K, submit on Leonard, L-Z submit on Bishop

February 4-introduction to Specific Language Impairment

Leonard, L. B. (2000) *Children with Specific Language Impairment*. Cambridge, MA: MIT Press. (introductory chapter)

Bishop, D. V. M. (2006). What causes specific language impairment? *Current Directions in Psychological Science*, 15, 217-221. doi:[10.1111/j.1467-8721.2006.00439.x](https://doi.org/10.1111/j.1467-8721.2006.00439.x)

February 7- discussion question for February 8th reading due at 6 pm

February 8- the spectrum of language functioning; also, discussion of article review assignments

Weismer, S. E. (2007). Typical talkers, late talkers, and children with Specific Language Impairment: A language endowment spectrum? In R. Paul (Ed.) *Language disorders from a developmental perspective*. (pp. 83-101). Mahwah, NJ: Lawrence Erlbaum.

February 10- discussion question for February 11th readings due at 6 pm

Last name starts with A through K, submit on McCabe, L-Z submit on Mok et al.

February 11- social functioning in SLI

McCabe, P. C. (2005). Social and behavioral correlates of preschoolers with Specific

Language Impairment. *Psychology in the Schools*, 42,373-387. doi:10.1002/pits.20064

Mok, P. L. H., Pickles, A., Durkin, K., & Conti-Ramsden, G. (2014). Longitudinal trajectories of peer relations in children with Specific Language Impairment. *Journal of Child Psychology and Psychiatry*, 55, 516-527. Doi: 10.1111/jcpp.12190

February 12-Makeup midterm exam-5:30-6:50. Room to be announced

February 20- discussion question for February 21st reading due at 6 pm

February 21- introduction to Dyslexia

Pennington, B. F., Peterson, R. L., & McGrath, L. M. (2009). Dyslexia. In B. F. Pennington (Ed.) *Diagnosing learning disorders: A neuropsychological framework*. (pp.45-82). New York, NY: Guilford Press.

February 24- discussion question for February 25th reading due at 6 pm

February 25- social and self-concept in developmental disorders

Elbaum, B., & Vaughn, S. (2003) Self-concept and students with learning disabilities. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.) *Handbook of learning disabilities*. New York, NY: Guilford Press.

February 28- discussion question for February 29th reading due at 6 pm

February 28-article review assignment on Specific Language Impairment due at 11:59 pm

February 29- introduction to Williams Syndrome

Semel, E., & Rosner, S. R. (2003). *Understanding Williams Syndrome: Behavioral patterns and interventions*. Mahwah, NJ: Lawrence Erlbaum (introductory chapter)

March 2- discussion question for March 3rd readings due at 6 pm

Last name starts with A through K, submit on Laing et al, L-Z submit on Karmiloff-Smith et al

March 3-Williams Syndrome continued

Karmiloff-Smith, A., Thomas, M., Annaz, D., Humphreys, K., Ewing, S., Brace, N., VanDuuren, M., Pike, G., Grice, S., & Campbell, R. (2004). Exploring the Williams syndrome face-processing debate: The importance of building developmental trajectories. *Journal of Child Psychology and Psychiatry*, 45, 1258-1274. doi:10.1111/j.1469-7610.2004.00322.x

Laing, E., Butterworth, g., Ansari, D., Gsodl, M., Longhi, E., Panagiotaki, G., Paterson, S., & Karmiloff-Smith, A. (2002). Atypical development of language and social communication in toddlers with

Williams syndrome. *Developmental Science*, 5, 233-246. doi:[10.1111/1467-7687.00225](https://doi.org/10.1111/1467-7687.00225)

March 6- discussion question for March 7th reading due at 6 pm

March 6- article review assignment on Dyslexia due at 11:59 pm

March 7- Social functioning in Williams Syndrome

Klein-Tasman, B. P., Li-Barber, K. T., & Magargee, E. T. (2011). Honing in on the social phenotype in Williams syndrome using multiple measures and multiple raters. *Journal of Autism and Developmental Disorders*, 41, 341-351. DOI: 10.1007/s10803-010-1060-5

March 9- discussion question for March 10th reading due at 6 pm

March 10- Introduction to Down Syndrome

Fidler, D. J., & Danhauer, L. A. (2011). Down Syndrome: General overview. In P. Howlin, T. Charman, & M. Ghaziuddin (Eds.) *Sage handbook of developmental disorders*. (pp. 9-28). Thousand Oaks, CA: Sage Press.

March 13- discussion question for March 14th reading due at 6 pm

March 13- article review assignment on Williams Syndrome due at 11:59 pm

March 14- further exploration of the cognitive profile of Down Syndrome

Silverman, W. (2007). Down Syndrome: Cognitive phenotype. *Mental Retardation and Developmental Disabilities Research Reviews*, 13, 228-236. DOI: 10.1002/mrdd.20156

March 16- discussion question for March 17th reading due at 6 pm

March 17- Introduction to Attention-Deficit/Hyperactivity Disorder

Nigg, J. T. (2010). Attention-Deficit/Hyperactivity Disorder: Endophenotypes, structure, and etiological pathways. *Current Directions in Psychological Science*, 19, 24-29. doi:10.1177/0963721409359282

March 20- discussion question for March 21st reading due at 6 pm

March 20- article review assignment on Down Syndrome due at 11:59 pm

March 21- Social functioning in ADHD

Staikova, E., Gomes, H, Tartter, V., McCabe, A., & Halpern, J. M. (2013). Pragmatic deficits and social impairment in children with ADHD. *Journal of Child Psychology and Psychiatry*, 54,

1275-1283.doi: 10.1111/jcpp.12082

March 23- discussion question for March 24th reading due at 6 pm

March 24-Introduction to Autism Spectrum Disorder

Troyb, E., Knoch, K., & Barton, M. (2011) Phenomenology of ASD: Definition, syndrome, and major features. In D. A. Fein (Ed.) *The neuropsychology of autism*. (pp.9-33). New York, NY: Oxford University Press.

March 27- discussion question for March 28th reading due at 6 pm

March 27- article review assignment on Attention-Deficit/Hyperactivity Disorder due at 11:59 pm

March 28- Language in ASD; also, discussion of the final exam

Kelley, E. (2011). Language in ASD. In D. A. Fein (Ed.) *The neuropsychology of autism*. (pp.123-137). New York, NY: Oxford University Press.

March 30- discussion question for March 31st readings due at 6 pm

Last name starts with A through K, submit on Chevalier et al, L-Z submit on Channon et al

March 31- Social functioning in ASD

Channon, S., Charman, T., Heap, J., Crawford, S., & Rios, P. (2001). Real-life-type problem-solving in Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 31, 461-469. doi:10.1023/A:1012212824307

Chevallier, K., Kohls, G., Troiani, V., Brodtkin, E.S., & Schultz, R.T. (2012). The social motivation theory of autism. *Trends in Cognitive Sciences*, 16, 231-239. doi:10.1016/j.tics.2012.02.007

April 13-Final Exam Due 11:59 p.m